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ABSTRACT

Working from a report that pinpointed changes in mass communications by the end of the coming decade and from input provided by accredited advertising programs at other institutions, the advertising department at the University of Missouri proposed several curriculum changes. The following requirements were recommended for majors: substituting Promotion Writing for the more traditional News 105; dropping Editing 110, but including elements of it in other ad courses; replacing Ad Sales with Introduction to Selling for the Mass Media; and dropping Retail. Also recommended was an increase from three hours to six hours of marketing for advertising majors. Five new courses were also created: Promotional Writing, Introduction to Selling for the Mass Media, Research in Advertising, Creative Strategy and Tactics, and Sales Promotion. Other program components that were strengthened included (1) renewing efforts to improve already effective placement operations by encouraging increased internship possibilities and on-campus recruiting; (2) tightening adherence to the 75/25 ratio of liberal arts to journalism courses by enforcing stricter humanities requirements; (3) allowing juniors to enroll in journalism careers counseling sessions, previously limited to seniors; (4) concentrating more on individual advising; and (5) increasing use of university facilities, particularly audio and video broadcast facilities, for production of animatics and demonstration commercials. (HOD)

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ADVERTISING DIVISION

RESHAPING AN UNDERGRADUATE ADVERTISING CURRICULUM
TO PREPARE FOR THE 1990S

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RESHAPING AN UNDERGRADUATE ADVERTISING CURRICULUM
TO PREPARE FOR THE 1990S

What lessons can be learned from one journalism school's advertising curriculum revision process?

There is no claim that this is the prototype of an ideal program. The chief value comes from examining the research procedure, the philosophical considerations, and the pragmatic decisions that shaped the revisions.

The process becomes especially meaningful considering the growth of advertising and public relations programs, and the need for news-oriented institutions to implement changes to reflect the growing numbers and interests of students in both areas.

In retrospect, the changes did not signify a 180-degree shift in philosophy; they did not require sweeping or demoralizing faculty restructuring; but they did result in a reasonable number of course additions and deletions, and revisions to existing courses.

Two chief highlights of the process were the input provided by accredited advertising programs at other institutions, and the contribution of noteworthy professionals, whose suggestions tended to concentrate on how they viewed their needs for entry-level people, now and in the decade ahead.

Finally, the exercise, if nothing else, confirms the wisdom of periodic evaluations to examine what sometimes becomes easy to take for granted in the press of day-to-day operations.

METHODOLOGY

It all began with an 80-page white paper, "Communications 1990," a midwestern university's school of journalism's working report that attempted to pinpoint changes in mass communications by the end of the coming decade. Published in 1980, the report of the school's Future Committee leaned heavily on information and viewpoints provided by industry professionals, as well as on the suppositions of the school's own faculty.¹

As might be suspected, the viewpoints of a diverse group of professionals and the school's own educators covered a broad variety of observations and conclusions. In essence, they included a feeling that the advertising industry would continue to be service-oriented; there'd be a far greater segmentation, fragmentation, and selectivity of media and audiences; greater control of advertising reception by consumers; and a need to keep pace with new technology that would be largely industry-inspired.

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1. "COMMUNICATIONS 1990; A Report of the Future Committee," School of Journalism, University of Missouri, (1980), pp. 41-54, 68-74. Includes observations from James R. Blocki, General Advertising Manager, Retail Food Group, Kraft, Inc., Chicago; Leo Bogart, Executive Vice President and General Manager, Newspaper Advertising Bureau, Inc., New York; C.H. Davis, Administrator, Advertising Department, Aluminum Company of America, Pittsburgh, Pa.; William F. Foley, Vice President and Director, Corporate Services, Marsteller, Inc., New York City; William P. Howe III, Vice President and General Manager, Cosmetics and Toiletries, Menley and James Laboratories, Philadelphia, Pa.; Grady A. Hubbard, Manager, Employee Relations, Advertising and Sales Promotion, General Electric Co., Stamford, Conn.; Joseph P. Mack, Dancer Fitzgerald Sample, Inc., New York City; Don Osell, Vice President, Vegetable Products, Green Giant Co., Chaska, Minn.; Bryan Putnam, Vice President, Advertising and Public Relations, Hallmark Cards, Kansas City, Mo.; Nicholas Rudd, Vice President, Young & Rubicam, Inc., New York City; Thomas T. Ryan, Vice President, Advertising Services, Gillette North America, Boston, Mass.; Lois Wyse, Wyse Advertising, New York City.

Professionals and educators agreed on the need to provide the next generation of advertising practitioners with insight into subjects that seemed basic on the one hand yet sophisticated on the other. Such things were noted as:

- * The continuing need for effective communicators
- * Greater marketing and management skills
- * Increased concentration on media planning and buying
- * More sophisticated computer literacy
- * Continued exposure to liberal arts
- * Heightened awareness of the impact of law and government
- * Need to uphold ethical and moral standards of the industry
- * Ability to adapt to a changing world
- * Measuring effectiveness and the use of advertising research
- * Acquisition of specific how-to, hands-on skills and know-how

These were set against a background that was seen as both encompassing dramatic change and a continuation of basic advertising principles and practices.

Shortly after the publication of the Future Committee report and preliminary faculty evaluation of the current advertising curriculum, an accreditation visit and subsequent recommendations speeded up the process of updating and revising the required and elective advertising course offerings.²

An immediate step was the polling of accredited advertising sequences across the country. Letters were sent to 30 universities, and 22 responded, citing each school's own offerings and requirements,

2. ACEJ Accreditation Evaluation, February 23-24, 1981.

and often supplying considerable supporting and clarifying information.³

(SEE ATTACHED TABLE)

While that information was being received and tabulated, the Advertising Department's Curriculum Committee reviewed the courses its own advertising majors were required to take or could take as electives.

The Curriculum Committee also examined the Advertising Department's current objectives and those that would probably be needed to reflect the needs and requirements on into the next decade, within the framework of the school's past strengths and accomplishments.

Also given important consideration were the comments and suggestions forwarded to the university administration by the accrediting team.

The Advertising Department Curriculum Committee, consisting of five faculty members and two undergraduate students, first developed a Statement of Objectives:

"To provide journalism students with the principles, theories, and skills needed for a career in advertising, and an understanding of the social, economic, and political order in which advertising operates. This program builds on a professional advertising curriculum, plus other courses in the School of Journalism and other divisions of the University of Missouri, preparing students for positions in advertising and public relations agencies, corporations, non-profit organizations,

3. "Accredited Advertising Sequences," letters and catalogs from 22 accredited advertising programs in response to letters of inquiry (Sept.-Oct. 1981).

media, retail firms, and related service fields, such as graphic arts, production, and research."

A general working philosophy also gradually evolved. Because of the Future Committee findings, the accreditation recommendations, technological changes,⁴ general trends in education,⁵ new directions for advertising education,⁶ the school's own unique professional emphasis because of its working-media strengths, and its Advertising Department Curriculum Committee's knowledge and experience, it was decided that wherever possible the revised curriculum should take into account the following:

- * The need to build every course on a strong theoretical base
- * Increased concentration on ethical and social issues
- * Greater emphasis on a marketing orientation
- * The need to provide practical experience, but not at the expense of learning how to think, reflect, and evaluate⁷
- * More exposure to advertising research principles and methodology
- * A future-technology component in most courses, because as Kenneth Starck suggested in his 1982 AEJ Convention speech,

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4. David Weaver, "New Technology to Affect Journalism of the '80's," The AEJMC Newsletter, December 1982, pp. 3,6.
 5. Otto Friedrich, "Five Ways to Wisdom," Time, September 27, 1982, pp. 66-73.
 6. Don E. Schultz, "Advertising Education: Where It Is, Where It's Going," September 1981, quoted by James L. Terhune, "Ad Education's Present and Future Assessed," The AEJMC Newsletter, February 1983, p. 3.
 7. Merle Kingman, "What's Best Training for Admen?" Advertising Age, February 7, 1977.

"Journalism was a lot simpler before Pac-Man!"

- * The creation of informal career tracks
- * Greater depth in some areas, broader choices in others
(reflecting the anticipated fragmentation and specialization predicted for the '80s and '90s)
- * Acknowledgement of the faculty's strengths and limitations, particularly in light of the pragmatic constraints of financial belt-tightening and the nationwide shortage of qualified advertising faculty⁹
- * An awareness of the stated wish of the school's faculty that where possible students be allowed to choose electives rather than be forced to enroll in required courses

RESULTS

The Advertising Department issued the following Statement of Purpose behind its proposed curriculum changes when presenting them for approval to the full Journalism School faculty: "Advertising and the teaching of it do not exist in a vacuum. While basic advertising and communications principles remain the same, media innovations and new techniques almost mandate certain changes in specific areas. Thus, as advertising itself becomes more segmented and specialized, we need to offer more specialized courses and provide opportunities for students to follow definite career paths, as well as broader, general courses of study."

8. Kenneth Starck, "Journalism Education: Maintaining Idealism in a Time of Adversity," Presidential Address at 1982 AEJ Convention, Athens, Ohio, reported in Journalism Quarterly 59:694-696 (1982).
9. Donald G. Hileman, "Administrators Facing Ad Education Demands," The AEJMC Newsletter, February 1983, pp. 3,5.

If you study the accompanying listing of "current" vs. new required and elective courses presented for approval, several changes become apparent. The Advertising Department's curriculum committee recommendations included the following requirements for majors: substituting Promotional Writing for the more traditional News 105; dropping Editing 110, but including elements of it in other ad courses; replacing Ad Sales with Introduction to Selling for the Mass Media; and dropping Retail.

CURRENT REQUIRED COURSES FOR AD MAJORS VS. PROPOSED REQUIREMENTS
(30 Journalism/Advertising Hours required for graduation)

Current Requirements:

Journ. Hist. & Principles	3
Mass Media	2
News 105	3
Editing 110	3
Ad Principles & Practices	3
Ad Copy, Layout & Prod.	3
Retail Advertising	2
Ad Sales	3
Graphics	2
Electives	4

	28 hours

Proposed Requirements:

Journ. Hist. & Principles	3
Mass Media	2
Promotional Writing (new)	3

Ad Principles & Practices	3
Ad Copy, Layout & Prod.	3
Intro to Selling (new)	2

Graphics	2
Electives	10

	28 hours

Current Electives:

Ad Psychology
Ad Campaigns
Media Promotion
Broadcast Advertising
Direct & Mail Order Advertising
Markets and Media
Ad Management
International Advertising
Public Relations

New Electives

Retail Advertising
Ad Sales
Research in Advertising (new)
Creative Strategies & Tactics (new)
Sales Promotion (new)
Ad Psychology
Ad Campaigns
Broadcast Advertising
Direct & Mail Order Advertising
Markets and Media
Ad Management
International Advertising
Public Relations
Bus. Comm. in Public Relations

Three changes resulted from a vote of the full Journalism Faculty: News 105 would be accepted as an alternative to Promotional Writing, Introduction to Selling for the Mass Media was increased from 2 to 3 hours, thus changing the number of required advertising electives for ad majors to 9 hours (they are also required to take two more hours of Journalism electives), and Bus. Comm. in Public Relations was withdrawn as an elective because of the lack of an available instructor.

Also not reflected in the above listing of courses is an increase from 3 hours to 6 hours of Marketing for advertising majors, reflecting the increasing marketing emphasis needed by tomorrow's advertising professionals.

Five new courses were created as a result of the curriculum committee's research into accredited curricula and professional recommendations.

PROMOTIONAL WRITING--Basic principles of English, news writing and editing applied to the areas of promotion, advertising, publicity and public relations. Practical writing and editing exercises for all the media.

INTRODUCTION TO SELLING FOR THE MASS MEDIA--The function of media sales in modern society, psychology of selling and creative client service, professional media sales techniques, including use of research data, implementation of cooperative advertising techniques. Students assigned as sales assistants in the advertising department of the daily newspaper. Class teams assigned sales responsibilities for one or more special advertising sections.

RESEARCH IN ADVERTISING--Introduction to techniques, practice of advertising research, emphasis on understanding research techniques and use of research results. Consumer analysis, attitude measurement, print and broadcast copy testing, evaluation of externally supplied research.

CREATIVE STRATEGY AND TACTICS--An advanced course in the creation of broadcast and print advertising. Emphasis will be placed on strategic planning, developing creative concepts, producing and polishing copy and visuals, contributions to the execution of the finished product, refining presentation skills, and preparation of a sample portfolio.

SALES PROMOTION--An in-depth study of the various techniques and methods of using sales promotion as part of the promotional mix. Examine its synergistic relationship with advertising and sales. Project required.

Dropping Editing as a requirement for ad majors was done only after a lot of soul searching. The principles and techniques are obviously valuable for any communicator, but the decision was made on the basis of establishing priorities and with the knowledge students could still take Editing as a journalism elective.

Media Promotion was dropped in favor of Sales Promotion, primarily because of the increasing importance of the latter.

Also not included in the previous curriculum discussion were several other components of the advertising program that were reviewed and strengthened:

- * Renewed efforts to improve an already effective placement operation, by encouraging increased internship possibilities and on-campus recruiting

- * Tightening adherence to the 75/25 ratio of liberal arts to journalism courses by enforcing stricter humanities requirements
- * Allowing juniors to enroll in Journalism Careers counseling sessions, previously limited to seniors
- * Greater concentration on individual advising to help majors decide on specific courses, internships, job opportunities and post-graduate education
- * Increased use of university facilities, particularly audio and video broadcast facilities, for production of animatics and demo commercials

DISCUSSIONS AND CONCLUSIONS

As stated previously, the chief value in noting the accompanying research procedure and results is not in debating the worth of the revised curriculum. Rather, it is the consideration and evaluation of the process itself: The polling of accredited academic programs. Encouraging the professional community to anticipate its own future needs. The setting forth of the advertising faculty's own viewpoints and objectives. The involvement of other disciplines on campus. The acknowledgement of pragmatic considerations while still effecting major program changes. Acceptance of the universal need for periodic curriculum review.

One certainty emerges: The more things change the more things change.

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ACCREDITED ADVERTISING SEQUENCES

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Required
X
Elective

	H&P	Mass Media	Writing for Mass	J. & Public Op	News	Reporting	Editing	Graphics	Ad Prin	Ad Copy	Layout & Prod.	Adv. Copy	Intro to Creative Strategy	Advanced Creative Strategy	Ad Sales Mgt. Adv.	Radio-TV Sales	Retail Adv.	Psych Adv.	Ad Campaigns	Media Promo	Broadcast Ad.	Direct & Mail Order Adv.	Ad Mktg & Media	Ad Mgt.	Ad Research	Adv & Soc.	Contemporary Adv. Problem	International Ad	Indiv. Study	TV Ad Prod.	Ad Intern	Photo or Ad Photo	P.R.	P.R. Case Studies	Public Info Methods	P.R. Mgt. (Business)	Industrial Ad	Comm. Law	Intro to Telecommunications	Mass Comm. Research	Adv. Agency Management													
MU	0	0			0	X	0	0	0	0					0	0	X	X	X	X	X	X	X	X				X	X		X	X	X		X	X																		
OU		0	0					X	0	0	X	X				X	X		0	X		0	0	0			X		X	X		X	X	X		X	X																	
Tx Tech		0		0	0		0		0	0	X				X				0	X		0	0				X	X	X	X		X	X	X		X	X		X	0	0													
Colo.			0			0	0	X	0	0		X	0	X				X	X	X	X		0	0	X	0			X	X		X	X	X		X	X																	
Tx U.	X	0	X					X	0	0					0	0	0	0	X	X	X		X	X					X	0	X	X		X	X																			
San Jose State		0	X	0		0	0	0	0	0	0				0						0		X									0	X	X																				
Ohio		0		0					0	0							0	X				0																																
North Carolina		0	0					X	0	0									0				0	0	X										X	X	X	X																
Penn St.		0	X	0				X	0	X	X		0	0		X	0	X	0	X	0							X		X	X	0				X	X																	
South Carolina		0	X	0				X	0	X	X		0	0		X		X	0	X	X	X							X		X	X	0			X	X																	
Nebr.		0	0		X			0	0	0	X	0			X		X	X	X															X	X																			
Ill.	X	0	X		X	X	X	X	0	0			0	X				0					0		0									X	X			X	X															
SIU		0	X	X		X	X	0	0		X	X				X	X						0												X	X	X	X	X	0														
Ga.																																																						
Tenn.			0					0	0	0	0				X	X	0	X	0	0	0		0	0	0																													
Mich. St.			0	X				X	0					0	X	X	X	X	0	0	X		0	0	0	0	X	X	X				X		X	X																		
Minn.		0	0					0	0	0	X							0	X			0				0	X																											
Univ. of Fla.		X	0	X				X	0	0	X						X	0	0	0	0	X	0						X	X	X																							
Ks.			0						0	0					X			0				0	0	0																														
*Kansas has a Nsp. *2 Either take Research or Mgt. Sales Course plus a 3-hr. Sales Strategy Course for all media																																																						
*1 Kansas has a 3-hr. marketing and the mass media plus a 3-hr. Adv. Media Strategy Course.																																																						
Northern Ill. U.		0						0	0	0	0	X					X	0				0	X	X			X	X																										
LSU	X	0		0				0	0	0					0				0																																			
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